



During the Flu epidemic of 1918, mask-protected volunteers fed these children in Cincinnati, Ohio.

place. Even three- and four-day ship crossings of the Atlantic Ocean are too swift for early detection of flu. That makes it possible for the viruses to sweep across the United States practically overnight.

Again answer the questions at the bottom of page 4:

1. What are the main issues described in the case study?
2. What are the ways in which these issues affect people?

Use the Workbook or a separate sheet of paper for your answers.

After you have finished, use the same two questions to guide your reading about the issues in the next case study.

CASE STUDY

Tour of The Rolling Rock

This case study is about a fictitious rock music group, "The Rolling Rock." Its manager, Jim Holiday, is interviewed about an upcoming concert tour through the eastern United States.



A rock music group in Boston, Massachusetts

Interviewer: "Jim, tell me about The Rolling Rock."

Jim: "Well, the group's made up of three musicians—one guitarist, one percussionist, and Randy Hall—he plays the electric piano and sings."

Interviewer: "I understand the group has had three gold records. You have just completed a national tour. What are your goals now?"

Jim: "Well, we had a lot of success, but there are still a lot of people who want to hear the Rock. To give them the chance, we're planning a tour around Christmas. We'll hit the eastern part of the country. Last year we hit the West. You know, we'll go to a lot of places where people haven't seen us—where the people haven't had a chance to get in touch with Randy."

Interviewer: "Hey, that sounds really exciting. What is involved in planning a tour like that?"

Jim: "Well, we've got a hooking agent in New York. He's been in touch with concert promoters all over the east coast who would like to bring the Rock to their town. Whenever we announce that we're going on tour, all the promoters contact our agent in New York. Each one usually promises us a minimum of \$100,000 per show."

- Interviewer:** "Hey, that's a lot of money. You're supposed to be entertaining people, not stealing their money."
- Jim:** "Hold on now! You've gotta realize this is a big show. We have electricians—light men; and because of the special stage, we've got three carpenters traveling with us. When you add to that secretaries, a road manager, Randy's bodyguard, and the other 'roadies'—that's nearly forty folks."
- Interviewer:** "That makes sense. But what kind of promoter can promise you \$100,000?"
- Jim:** "Well, of course the promoter has to have access to an arena where there are at least 10,000 seats that can be sold at \$10 per seat. That means no small-time town."
- Interviewer:** "Well, what cities are you planning to go to?"
- Jim:** "Take a look at the list—Nashville, Greensboro, Madison, Ann Arbor, Toronto, Syracuse, Norfolk, New Haven, Montreal, Binghamton, and Buffalo. All that in one month!"
- Interviewer:** "Some of those towns, like Madison, Ann Arbor, and Binghamton, don't sound that big to me."
- Jim:** "Yeah, but you gotta realize there are a lot of college kids in those towns and they really love Randy. Take Ann Arbor—it's got 30,000 kids living near the arena where the Rock will appear."
- Interviewer:** "Why are most of the cities on the tour so close together? I thought the Rock had their own jet."
- Jim:** "As you'd expect, the band travels by plane. So does most everybody else. But we've got the special stage and so much heavy equipment to carry that we have to send it by truck. The locations for the tour have to be close enough to one another so the truck can go from one site to the next in one or two days. Don't forget the set-up time."
- Interviewer:** "I would like a chance to talk to the members of the Rock. Can you arrange that?"
- Jim:** "Yeah, how about next week when we open in Nashville?"
- Interviewer:** "Great! See you there."

Again answer the questions at the bottom of page 4:

1. What are the main issues described in the case study?
2. What are the ways in which those issues affect people?

Again, use the *Workbook* or a separate sheet of paper for your answers.

2 USING QUESTIONS IN GEOGRAPHY

To begin a study of geography, consider the kinds of questions that will help us focus attention on important issues. Using good questions can help to guide and focus that study. The ability to ask and to answer such questions is a valuable skill in learning geography. Good questions are a guide in studying. Poor questions often result in wasting time. So it is useful to learn the basic rules in forming good questions:

The Basic Rules for Asking Questions

1. Questions should be *clear*.
2. Questions should be *related to a specific subject*.
3. Questions should be *significant*—their answers should provide important information.
4. Questions should ask both *why* and *where*.

First, a useful question must be *clear*. A clear question describes exactly what you want to find out. If a question is clear, a person should have no trouble in understanding it.

Second, a useful question must be *related to the subject* that is being studied. It must be *specific*. This idea is quite simple. For example, in studying the spread of disease, the questions you ask must not be about some other topic. They should focus on the spread of disease.

Third, a useful question must be *significant*. The answer to it should provide information that is important. When asking a question, first ask yourself, "Is there a more important question that I might ask?" Or, "Will answering this question make any difference to me?"

Such significant questions could be asked of the case studies in this chapter. Answering such questions can provide important information about the issues that were identified. For example, in the case study on Petaluma (pages 5–10) a significant question would be, "Why was the growth of Petaluma finally cut back?" In asking and answering this question, people can learn how the growth of any town could be restricted. Such a question makes people think about the many possible reasons for limiting a town's growth and some of the problems involved. For example, by limiting its growth, a town might be able to provide better services to the people already living there. On the other